

Eureka Math *A Story of Units*

Second Grade – Module 8

Table of Contents

Module Assessment Overview	page 2
Grade 2 Standards Checklist	page 3
Module 8 Mid Module Assessment Task...	
Score Sheet	pages 4-5
Rubric	page 6
Key	pages 7-8
Module 8 End-of-Module Assessment Task...	
Score Sheet	pages 9-10
Rubric	page 11
Key	pages 12-15

Materials based on Eureka Math Version 3.



Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

- 4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.
- 3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year.
- 2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.
- 1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 8 Grading Guidance:

- The standards assessed in Module 8 are only assessed in Module 8. (See checklist on page 3.)

Grade 2 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are assessed in Module 8.** Note that standards included in major clusters are followed by an asterisk (*). Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 2 MODULES							
		1	2	3	4	5	6	7	8
2.OA	1*	X			X				
	2*	X							
	3*						X		
	4*						X		
2.NBT	1a*			X					
	1b*			X					
	2*			X					
	3*			X					
	4*			X					
	5*	X			X				
	6*				X				
	7*				X	X			
	8*				X	X			
	9*				X	X			
2.MD	1*		X					X	
	2*		X					X	
	3*		X					X	
	4*		X					X	
	5*		X					X	
	6*		X					X	
	7								X
	8							X	
	9							X	
	10							X	
2.G	1								X
	2						X		
	3								X

Second Grade Module 8: Mid Module Assessment Task Score Sheet**A Progression of Learning**

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
---	--	---	--

Module 8: Mid Module Assessment			
Domain			Standard
Question	Geometry	2.G.1	2.G.3
1	1 2 3 4	X	
2	1 2 3 4	X	
3	1 2 3 4	X	
4	1 2 3		X

Domain Score	Geometry	
Total Points		
Level	4	14-15 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 8: Mid Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–B) Clusters and Standards Addressed	
Reason with shapes and their attributes.¹	
2.G.1	Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagon, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

¹ Time is revisited using an analog clock as part of the work with 2.G.3. Clock faces provide an excellent application of partitioning the whole into halves, etc., and to the corresponding angle sizes.



Second Grade Module 8: Mid Module Assessment Task Rubric

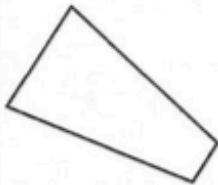
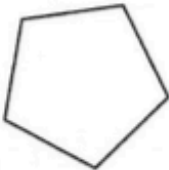
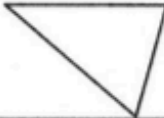
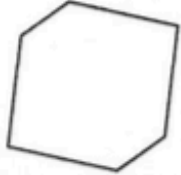
A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 2.G.1	The student correctly answers 0-1 of the five parts.	The student correctly answers 2-3 of the five parts.	The student correctly answers 4 of the five parts.	The student correctly answers 5 of the five parts. (See below.)
	a. (1) 4, 4, <i>quadrilateral</i> . b. (2) 5, 5, <i>pentagon</i> . c. (3) 3, 3, <i>triangle</i> . d. (4) 6, 6, <i>hexagon</i> . e. (5) That both images have 6 sides and/or 6 angles.			
2 2.G.1	The student correctly answers 0-1 of the four parts.	The student correctly answers 2 of the four parts.	The student correctly answers 3 of the four parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) draws a right triangle (2) identifies <i>triangle</i> (shape c) b. (3) draws a rectangle (4) identifies <i>quadrilateral</i> (shape a)			
3 2.G.1	The student correctly answers 0-1 of the four parts.	The student correctly answers 2 of the four parts.	The student correctly answers 3 of the four parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) Draws a square. b. (2) Answers 6. c. (3) Answers 8. d. (4) Answers 12.			
4 2.G.3	The student correctly answers 0-1 of the three parts.	The student correctly answers 2 of the three parts.	The student correctly answers 3 of the three parts. (See below.)	No level 4 available for this item.
	a. (1) 1 fourth. b. (2) 1 half. c. (3) 1 whole.			

Second Grade Module 8: Mid-Module Assessment Task Key

Name Sam

Date _____

1. Complete the chart. Use the word bank below to identify the name of each shape. Not all of the names will be used.

a.	b.	c.	d.
			
<u>4</u> sides	<u>5</u> sides	<u>3</u> sides	<u>6</u> sides
<u>4</u> angles	<u>5</u> angles	<u>3</u> angles	<u>6</u> angles
Name of shape: <u>quadrilateral</u>	Name of shape: <u>pentagon</u>	Name of shape: <u>triangle</u>	Name of shape: <u>hexagon</u>

Word Bank

hexagon

cube

square

triangle

pentagon

quadrilateral

- e. Sarah and Henry were asked to draw a hexagon. Sarah believes that only her drawing is correct. Explain why both shapes are hexagons.



Sarah's Hexagon

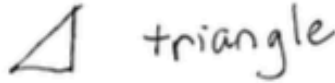


Henry's Hexagon

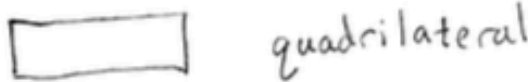
They both have 6 sides and 6 angles.

Second Grade Module 8: Mid-Module Assessment Task Key (continued)

2. a. Draw a shape with three sides. Make one of the angles of the shape a square corner. Which shape in Problem 1 has the same number of angles?



- b. Draw a shape with 4 square corners. Which shape in Problem 1 has the same number of angles?



3. Solve the following problems.

- a. Draw the shape that is one face of a cube.

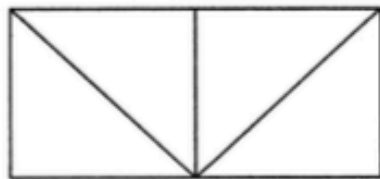


- b. How many faces are on a cube? 6

- c. How many corners are on a cube? 8

- d. How many edges are on a cube? 12

4. Complete each statement by circling the correct answer based on the figure below.



- a. One small triangle is what portion of the figure?

1 fourth 1 half 1 third

- b. One square is what portion of the figure?

1 fourth 1 half 1 whole

- c. One rectangle, that is not a square, is what portion of the figure?

1 half 1 fourth 1 whole

Second Grade Module 8: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)
---	--	---	--

Module 8: End-of-Module Assessment					
Question	Domain		Standards		
	Measurement and Data	Geometry	2.MD.7	2.G.1	2.G.3
1		1 2 3 4		X	
2		1 2 3 4			X
3		1 2 3 4			X
4	1 2 3 4		X		
5	1 2 3 4		X		

Domain Score	Measurement and Data		Geometry	
Total Points				
Level	4	7-8 points	4	11-12 points
	3	5-6 points	3	8-10 points
	2	3-4 points	2	5-7 points
	1	2 points	1	3-4 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Second Grade Module 8: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed

Work with time and money.

- 2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Reason with shapes and their attributes.²

- 2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
- 2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

² Time is revisited using an analog clock as part of the work with 2.G.3. Clock faces provide an excellent application of partitioning the whole into halves, etc., and to the corresponding angle sizes.




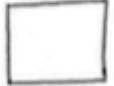


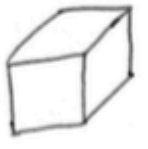
Second Grade Module 8: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item and Standards Assessed	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 Point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 Points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 Points)
1 2.G.1	The student correctly answers 0-3 of the ten parts.	The student correctly answers 4-6 of the ten parts.	The student correctly answers 7-8 of the ten parts.	The student correctly answers 9-10 of the ten parts. (See below.)
	(1) Matches <i>triangle</i> to <i>three sides</i> and (2) draws a triangle. (3) Matches <i>quadrilateral</i> to <i>four angles</i> and (4) draws a quadrilateral. (5) Matches <i>hexagon</i> to <i>six sides</i> and (6) draws a hexagon. (7) Matches <i>pentagon</i> to <i>five angles</i> and (8) draws a pentagon. (9) Matches <i>cube</i> to <i>six squares</i> and (10) draws a cube.			
2 2.G.3	The student correctly answers 0-1 out of three parts.	The student correctly answers 2 out of three parts.	The student partitions circles into correct number of parts, parts are unequal.	The student correctly answers 3 out of three parts. (See below.)
	(1) Partitions the first circles into halves. (2) Partitions the middle circle into thirds. (3) Partitions the last circle into fourths.			
3 2.G.3	The student correctly answers 0-1 of the four parts.	The student correctly answers 2 of the four parts.	The student correctly answers 3 of the four parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) Solves 2, 3, 4. b. (2) Using vertical lines, partitions rectangle A into halves, B into thirds, and C into fourths. c. (3) Using horizontal lines, partitions rectangle D into halves, E into thirds, and F into fourths. d. (4) Circles the first, second, and fourth rectangles, and crosses out the third rectangle.			
4 2.MD.7	The student correctly answers 0-1 of the six parts.	The student correctly answers 2-3 of the six parts.	The student correctly answers 4-5 of the six parts.	The student correctly answers 6 of the six parts. (See below.)
	a. (1) Draws clock hands and (2) circles <i>a.m.</i> b. (3) Draws clock hands and (4) circles <i>p.m.</i> c. (5) Draws clock hands and (6) circles <i>p.m.</i>			
5 2.MD.7	The student correctly answers 0 of the three parts.	The student correctly answers 1 of the three parts.	The student correctly answers 2 of the three parts.	The student correctly answers 3 of the three parts. (See below.)
	a. (1) 7:25 b. (2) 2:45 c. (3) 12:55			

Second Grade Module 8: End-of-Module Assessment Task Key

Name Samantha Date _____

1. Match each description to the correct shape name by drawing a line. Draw an example for each shape to the right.

five angles	triangle	
three sides	quadrilateral	
four angles	hexagon	
six square faces	pentagon	
six sides	cube	

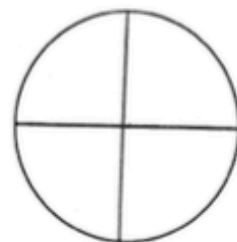
2. Partition each whole circle into equal shares of 2 halves, 3 thirds, and 4 fourths.



2 halves



3 thirds



4 fourths

Second Grade Module 8: End-of-Module Assessment Task Key (continued)

3. Solve.

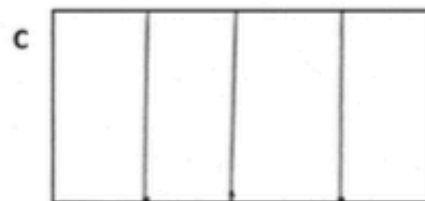
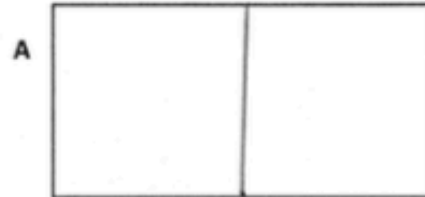
a. 1 whole = 2 halves 1 whole = 3 thirds 4 fourths = 1 whole

b. Use vertical lines to partition rectangle:

A into halves.

B into thirds.

C into fourths.

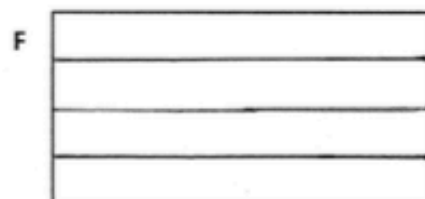
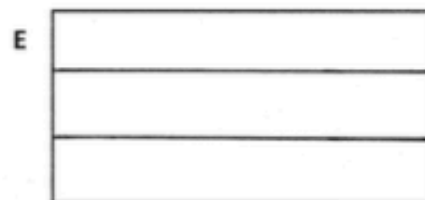
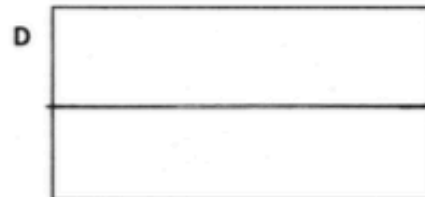


c. Use horizontal lines to partition rectangle:

D into halves.

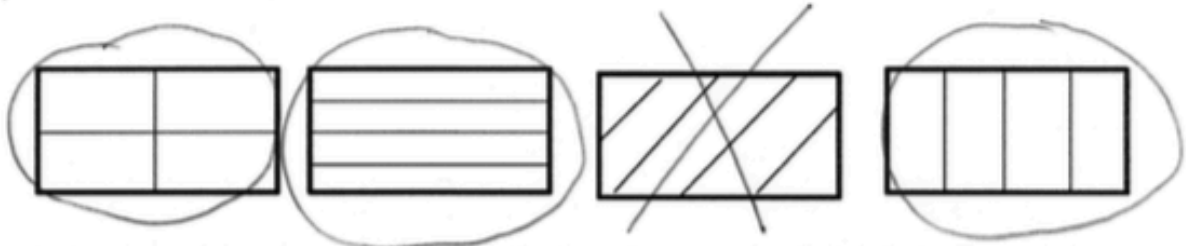
E into thirds.

F into fourths.



Second Grade Module 8: End-of-Module Assessment Task Key (continued)

- d. Circle all of the rectangles that are partitioned into fourths, and cross out any rectangle that is not partitioned into fourths.



4. Draw the hands on the analog clock to match the time shown on the digital clock. Then, circle a.m. or p.m. based on the description given.

- a. Time to go to school.



- b. Time for lunch.



- c. Time for dinner.



Second Grade Module 8: End-of-Module Assessment Task Key (continued)

5. Write the time shown on each analog clock.

a.

7:25

b.

2:45

c.

12:55